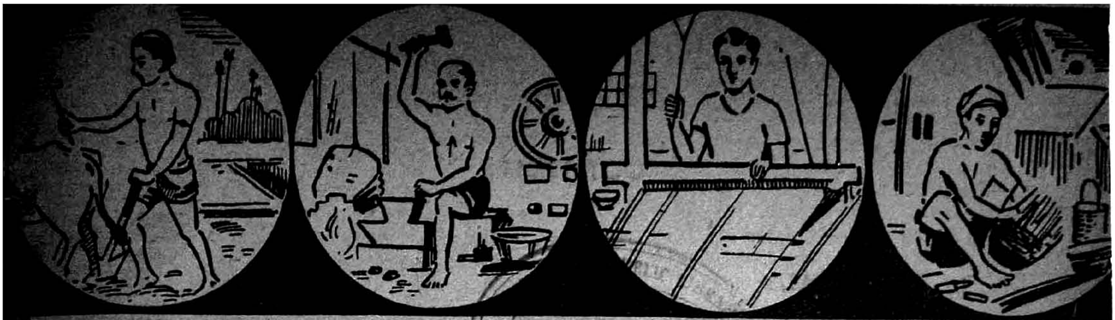
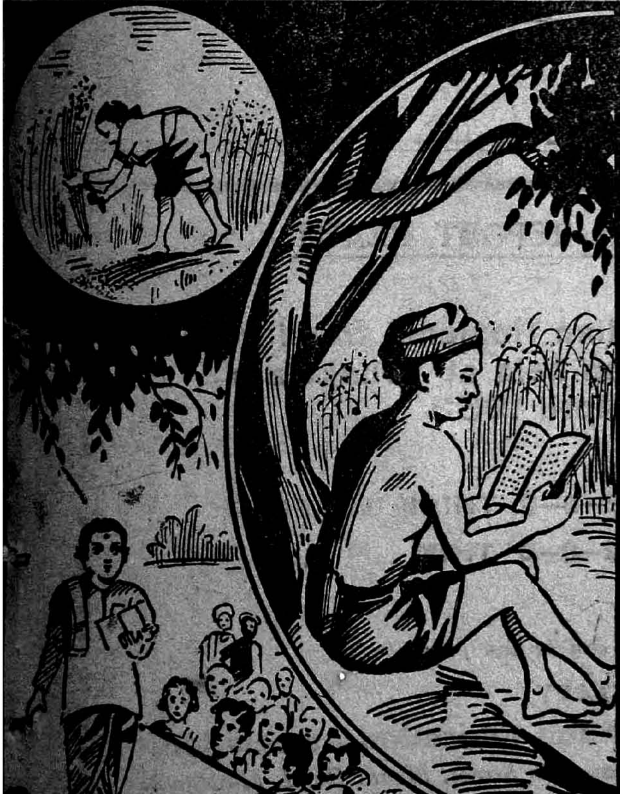


ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarvottama Rau. M.A.

VOL. V] OCTOBER [No. 12



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Gandhi Graham.

At the suggestion of Prime Minister Pandit Nehru, GANDHI GRAHAM will be established in the Swathantranagar Community Centre, a Bangi Colony with the main object of creating a settlement for Adult Education Workers, which is based on Gandhian Philosophy—Truth, Non-Violence and Purity and Self-Help and Security and Control and Sprituality.

S I A E A

EACH ONE TEACH ONE

PUBLISHED BY T.J.R.GOPAL

HE SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MAD

CONTENTS.

			Page
1.	EDITORIAL : Indian Adult Education Association	...	173
2.	Plan for Gandhi Graham	...	177
3.	Adult Literacy Drive in Kenya	...	178
4.	Government of Madras—G.O. No. 1250, 31st August 1954	...	179
5.	News and Notes	...	181

OFFICIAL REPORT READY

Second South Indian Regional Seminar on Adult Education held at Ernakulam in April 1953

PRICE : RS. 2—8—0 THICK WRAPPER

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Copies can be had from :

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ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary.)

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EDITORIAL

Indian Adult Education Association.

This 5th National Seminar organised by the Indian Adult Education Association held discussions on the subject of Organization of Recreational and Cultural Activities. Eightytwo delegates and seven observers participated in the Seminar. They hailed from Andhra, Assam, West Bengal, Bhopal, Bihar, Bombay, Delhi, Hyderabad, Kashmir, Madhya Bharat, Madhya Pradesh, Madras, Mysore, Orissa, *PEPSU*, Punjab, Rajasthan, Saurashtra, Travancore-Cochin, Tripura, Uttar Pradesh and Vindhya Pradesh.

Experienced Social Education workers and persons interested in the organization of recreational and cultural activities drawn from almost all the States in India gathered here for discussing the subject.

The role of recreational and cultural activities in social education was the first point for discussion. Before this role could be discussed, it was necessary to restate the new concept of social education. Social Education as now understood was education for the development of the personality of the individual as a member of the society. The aim of Social Education was to enable the individual to have fullest expression of his potentialities and to help him to become a responsible and active member of the society.

The role of recreational and cultural activities was considered in its relation to social education programme. That these activities had an important role to play in Social Education was beyond dispute. The role was essentially an educative one, but it had to be played in an indirect manner as an informal method of education. The educative aspect was rather the resultant product of recreational and cultural activities than an obvious aim. If this was lost sight of, these activities tend to lose their recreational and cultural character.

These activities had an initial role in introducing and building up a social education programme and also a further role in the development and continuance of the programme. Equally important role of these activities was to provide opportunities for relieving the monotony of life by using the leisure time in a worthy manner. They gave to the individual

ample opportunities for self-expression and built up confidence and dignity in him. They opened opportunities for creative participation and gave the individual and the community the pride of achievement, thus improving the moral tone of the community.

An interesting point which arose for consideration was whether these activities are means or an end in themselves. Viewed in a programme of social education they appeared like means. However, these activities were also in themselves socially educative. Their relation to a Social Education programme was, therefore, more like that of a part of an organic whole.

Recreational and cultural activities could serve as means of motivation, mass and group contacts and for education through informal methods. They provided healthy entertainment and relaxation. Community organization and group formation could be had through these activities. They could be used for improving existing forms of traditional activities and resulted in cultural progress. They helped the revival of creative spirit and were an important means for securing continuation of a Social Education programme and for ensuring follow-up activity. They could be used as means for education for citizenship, for character development and established co-operative spirit resulting in social adjustment.

In order that recreational and cultural activities should play their role while being used as means, several organizational techniques were necessary. For instance, if used as means for motivation, mass and group contacts and for community organization it was necessary to organise discussions before or after these activities. It was necessary to involve the participants in the activities throughout so that the whole process could become socially educative.

Broadly considering the nature of recreational and cultural activities it appeared that recreational activities were those which provided physical, mental and emotional relief and enjoyment and entertainment. Cultural activities were those which enriched the mind and developed the personality. In a programme of social education there was need of activities for recreation only and those for cultural purposes only, so as of an activity which was recreational and cultural at the same time.

Almost all the important activities prevalent in the various regions in India were examined and their utility in social education programme was considered. Detailed lists of these activities were prepared. Drama, kathas, kirtans, bhajans, music, dancing, puppet shows, debating societies and Kavi Sammelans were regarded as recreational and cultural activities. Physical activities such as sports and indoor and outdoor games for men, women and children, organization of library service, museums and melas were also regarded as important forms of recreational and cultural activities. Hobbies of various types, pastimes, arts and crafts were important as individual forms of recreational and cultural activities.

The Seminar attempted detailed lists of these activities, but thought that it would be better if a compilation of these activities giving full and authentic information was taken up by the Indian Adult Education

Association. While considering the problem of revival and improvement of existing traditional, recreational and cultural activities it was considered that proper understanding of the traditional forms in its relation to the cultural pattern of the community was necessary before this was attempted. The role of the Social Education worker should be to encourage, stimulate and emphasise traditional recreational activities by providing opportunities for local talent. These activities should not lose their original character and import and purpose while reviving them and introducing improvements and innovations. The Social Education workers should make efforts to preserve some forms which were confined to small regions, but effort at a higher level was necessary with regards to traditional activities of All-India importance.

Mechanical aids like Sound Film Projectors, Magic Lanterns, Film-strip Projectors, Epidiascopes, Gramaphone Records, Radios and numerous others were now being used as means of recreational and cultural activities, Cheaper means like picture boxes could also be devised and used with advantage.

The relative importance of these aids could be gauged on the basis of availability, simplicity and utility, and also by comparison with activities which did not require mechanical aids. Activities with mechanical aid had the disadvantage, that the participants remained inactive and could not be involved directly in the programme. Supplementary activities and skills were needed to make them effective in a programme of Social Education. For instance, the organisers of these activities, needed to develop skills of explanation and commentary.

Radio was considered a very important mechanical aid. Discussion Groups, were however necessary.

It was always desirable to keep ready another programme in case the machines went out of order.

Dealing with the problems of organisation, it was considered that the major role of the Governmental agencies should be to initiate and enable voluntary organisations to take up the spread of these activities. With that end in view, Governmental agencies may set up models and establish cultural squads. Governmental agencies, however, tended to be utilised for publicity and propaganda and the paid workers were likely to lose their urge and zeal.

The role of voluntary agencies was of forming organisations at the Taluk or Tahsil levels or at the level of Group of 10,15 villages for arranging and performing these activities. The Educational Institutions could take up formation of squads of students to give performances in villages.

It was necessary to set up People's Organisations for recreational and cultural activities in rural and urban areas. Ways and means could be found by associating Panchayats, Community Projects and National Extension Service Organisations, Library Associations, Adult Education Clubs, Youth Clubs and Village Development Councils.

Finding out and utilising local talents to the fullest, was essential. This could be done by organising model performances in the villages and calling people to participate in them and also by arranging competitions.

The equipment and facilities needed for each type of recreational and

cultural activities were considered in detail, but it was thought desirable to leave the work of making a full compilation to the Indian Adult Education Association. It was considered that such activities as do not require much equipment should be taken up first. As far as possible, materials locally available, should be used. Provision of playground was necessary both in rural and urban areas. There was need for establishing Community Centres also. The barest minimum requirements for initiating these activities should be available for every village, in rural areas, while more complicated equipments may be made available for a group of villages. Open air theatres were possible and could be constructed in larger numbers in villages and urban areas. Mobile Stages would be necessary if cultural squads were to move from place to place, but a simple stage could be prepared even with materials available in villages. It would help the spread of these activities if necessary equipment could be had cheaply.

While attempting to write plays, songs etc, it was desirable to associate the participants, if Social Education purposes were to be served. This could be done by having discussions with the participants. Themes of local interest could be obtained from the people.

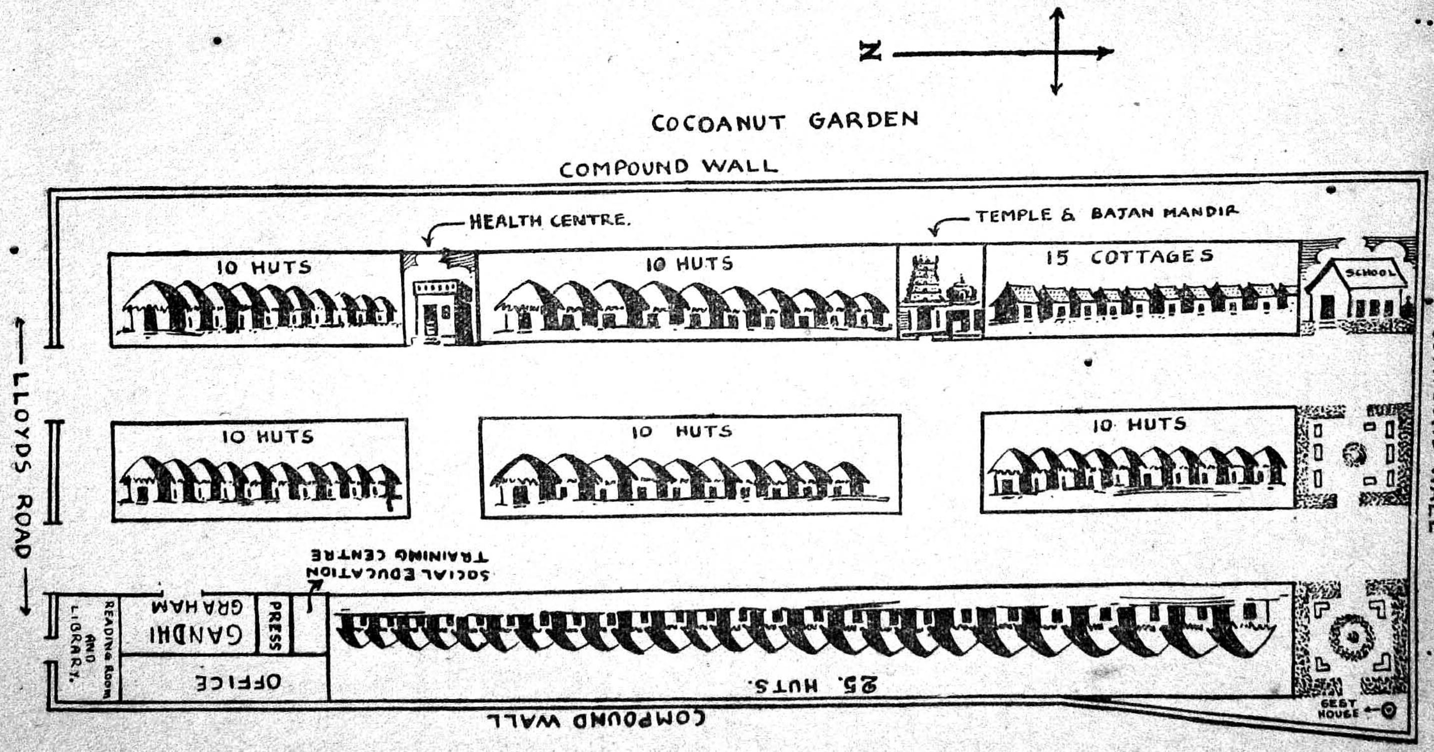
The need for training workers in the various recreational and cultural activities, was evident. Different Institutions could take up training at different levels and in different activities. Educational Institutions like Universities, Colleges, Teachers' Training Institutions, High Schools and Basic Schools could include this Training as an integral part of the curriculum. The Social Education Training Centres should aim at giving the Organiser knowledge of all these activities. He should also be given an opportunity to specialise in a particular activity according to his tastes and inclinations.

The Community Centres, when they become well organised, could also play the role of transferring techniques and knowledge from skilled persons locally available, to those requiring training.

All the above topics were fully discussed by five groups of Delegates. The Director, Associate Director, Secretary General and Sri G. Harisavottama Rau, went round to the Groups and assisted in the deliberations. Each Group considered all the subjects and produced exhaustive reports. A compilation of these reports would present an all-sided picture and would serve as a guide to organisers of Recreational and Cultural activities.

Plan for Gandhi Graham.

(*Organised by the Community Centre, Swathanthranagar, and South Indian Adult Education Association, Madras.*)



Adult Literacy Drive in Kenya

Project Virtually Self-Supporting

BY ALASTAIR MATHESON

Steady progress is being made by 4,00,000 Wakamba tribesmen living in the hills and plains between the arid land of the Kenya coast and the fertile highlands around Nairobi. Bush clearance, controlled grazing, soil conservation and irrigation works have succeeded in transforming, within a few years, this "famine area" into a surplus region.

Economic prosperity has brought in its wake a healthy urge for social progress—the most impressive being the urge to be literate. This is not limited to the younger generation or to the "not so old" group; but the very old are just as enthusiastic as the teenagers. They are spurred on, may be, by the hope that when they have mastered the art of reading and writing they can hold their own with the young people who are leaving school in ever-increasing numbers, most of them proficient not only in reading and writing their own vernacular but in English as well.

To meet this demand the Government formulated a scheme for providing evening classes, and the first school for adults was opened a few months back in one of the provinces in the Wakamba reserve. To the Wakamba it holds out great possibilities, and now there is a growing demand that it should be extended to other parts of the country.

Intensely Practical

There is every chance that it will be extended, for it is an intensely practical scheme which is almost self-supporting. The scheme uses the existing school buildings to hold evening classes and the teaching staff are paid overtime for their services. Some 1,500 people are being taught at a cost of £ 1,500 a year—and two-thirds of that amount comes back in fees.

The main expenditure is on the special supervisory staff which co-ordinate the teaching work and attend to administrative matters.

Fees are so low that they are well within the reach of most Wakamba peasants. To learn to read and write in their own language they pay about three rupees a term. English costs them just a little more. Within six weeks some are beginning to read.

From the social point of view it is worth the effort to increase literacy among the parents. For it tends to lessen the gulf which often forms between the young boys and girls and their less fortunate parents. It also helps to preserve to some extent tribal authority.

In Kangundo and Matungulu, the two areas where the scheme is now functioning, men have already achieved considerable progress on the road towards literacy. Determined not to be left behind, their womenfolk have started attending these classes, coming for two hours three times a week. From 15 to 70, they are all there in the little class rooms.

At present there are 36 literacy centres, some of them having over 300 "students". Many of these men are traders and farmers who want to record, perhaps, the amount of sisal which they have sent into the African District Council factory at Machakos or the number of coffee trees they have just panteld.

As he goes around his classes in Kangundo and Matungulu, Robert Young, who first came to East Africa during the war and has stayed on, has no doubt about the popularity of the scheme which he, as Education Officer, is responsible for in the Machakos district.

And the men, some of them greybeards, and their women too, know that at least they need not die illiterate and can still get some advantage out of being able to read and write.

And what could be more natural, to symbolise this movement which has aroused so much enthusiasm among the Wakamba, than that Mrs. Uku, a mother of 11 children, should be learning from Agnes, one of her daughters, who has qualified as a teacher at the age of twenty-one ?

Government of Madras

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION

(Education)

G. O. No. 1250, 31st August 1954

Adult Education—Modified Scheme—Orders issued.

READ—the following paper:—

From the Director of Public Instruction, dated 16th June 1954, No. 64-A-4/54.

ORDER—No. 1250, Education, dated 31st August 1954.

The Government recently reviewed the policy and procedure in regard to Adult Education and instructed the Director of Public Instruction to submit a Modified Scheme of Adult Education. They approve the proposals submitted by the Director. The details of the scheme are briefly given in the Annexure below.

2. Six-hundred and fifty Adult Schools will be opened in the areas covered by the Community Projects and 1,000 Adult Schools in the areas covered by the National Extension Service. As new blocks of National Extension Service are taken up, the scheme will be extended to those areas also so that it will cover the entire State when National Extension Service becomes a State-wide scheme.

3. The expenditure in respect of the Adult Schools in the Community Project areas will be debited to "63-B. Community Development Projects—h. Social Education." The expenditure after the Community Project Scheme comes to a close will be borne from the State funds under "37 Education". The expenditure in the National Extension Service areas will be debited to "37. Education—t. Development Schemes—I Schemes included in the Five-Year Plan—D. General—Grant for adult education class and night school".

4. No grants from Government funds will be disbursed in future to the Adult Schools outside the Community Project and the National Extension Service areas. The Director of Public Instruction is requested to issue necessary instructions in the matter.

5. A pamphlet containing the salient features of the new scheme of Adult Education should be prepared and distributed to the villages covered by the Community Project and the National Extension Service so as to enable the villagers to understand the scheme and co-operate in implementing it successfully.

6. The radio sets which were purchased for distribution to Adult Schools may be distributed to the Adult Schools in the National Extension Service Blocks in consultation with the Director of Rural Welfare. Other materials like drama, bhajana and recreational materials may also be distributed to schools in the Community Project and the National Extension Service areas if those materials have not already been distributed to the Adult Schools by the concerned Inspecting Officers.

7. The Director of Public Instruction is requested to send proposals for the preparation of books to be used in the Adult Schools

8. The Director of Public Instruction should examine the question of continuing the clerks sanctioned for Adult Education work in the offices of the District Educational Officers and submit necessary proposals in the matter.

9. The Director of Public Instruction is also requested to submit proposals for opening Training Schools for Adult School teachers.

10. The Government have decided that an Advisory Committee at State level should be constituted for advising Government on all matters relating to Adult Education. The Director of Public Instruction is requested to submit necessary proposals in this regard.

(By order of the Governor)

C. S. RAMACHANDRAN,
Secretary to Government.

ANNENURE

Details of the Scheme

1. Adult Education effort by the Government will be confined to the areas covered by the Community Projects and the National Extension Service. Adult Education effort outside these areas will be given up for the present.

2. Persons between the ages of 8 and 18 alone may be admitted to the adult schools.

3. The school session will consist of 2 hours. The school may be conducted at any time in the evening after 5-30 p.m. It is enough if the school works for 6 days in a week and for 200 days in a year. The school may be conducted in any available building preferably in the elementary school in the locality.

4. The duration of the course of instruction will be three years and the existing syllabus for adult schools may be followed for the present.

5. The following will be the rates of remuneration to the teachers of adult schools :—

Rs. 20 per mensem :—Secondary Grade trained teacher who is also trained in adult education methods.

Rs 15 per mensem:—Elementary grade trained teacher who is also trained in adult education methods.

Rs. 15 per mensem :—Holder of passed III Form or E. S. L. C. who is trained in adult education methods.

Rs. 15 per mensem :—Secondary grade trained teacher who is not trained in Adult Education methods.

Rs. 12 per mensem :—Elementary grade trained teacher who is not trained in Adult Education methods.

6. No teacher will be entitled to remuneration if the average attendance in a month falls below 10; if the average attendance exceeds 25, then a second teacher may be allowed.

7. The following will be the items of contingent expenditure allowed for a school.

(*a*) The cost of one gallon of kerosene oil per month for every hurricane lantern used in the school;

(*b*) An amount of Rs 4 per mensem for stationery and for refreshments to be distributed to the students periodically during the month.

8. The following items of equipment, etc, will be supplied free to every school :—

(*a*) One hurricane lantern for every 5 pupils in a school;

(*b*) Books, charts, etc., at a cost not exceeding Rs. 15 per school per annum; and

(*c*) Newspapers and journals at a cost not exceeding Rs. 42 per annum.

9. An Examination will be held at the end of every year during the 3 year course and a certificate will be issued at the end of the third year.

10. The administrative control of the schools will vest in the Education Depart ment; permission to open schools and admission to recognition and aid will be granted by the District Educational Officer on the recommendation of the Deputy Inspector of Schools; the Deputy Inspector of Schools will visit every school ordinarily three times a year and inspect the school once in every year. The services of the Social Education Organizers and the Grama Sevaks will be utilized to supplement the supervision work of the Education Department. In addition to the Inspection Book for the use of the Education Department each school shall have a Visitors' Book in which the Social Education Organizers and the Grama Sevaks and others will record their remarks.

11. In the matter of opening schools in the areas covered by the Community Projects and the National Extension Service, preference will be given to places where there are no schools at present and to places where a large percentage of the children of school-going age are not at present attending any school.

Note :—The existing adult schools in those areas should be merged in the new scheme.

(True copy.)

K. BALAGOPALU,
Superintendent.

News and Notes

Boy Scouts to Launch Literacy Drives

The All-Indian Boy Scouts Association has launched an adult literacy campaign all over the country. The Association proposes to make literate nearly 50,000 individuals.

Mr. Gulzarilal Nanda, Minister for Planning, in a message to the Association, said, that the boy scouts movement had an increasingly important role to play in building up the future constructive leadership of the country.

* * *

UNESCO Seminar on Rural Adult Education

The UNESCO organised a seminar on "Adult Education in Rural areas" at Hillerda, a small town in Denmark. Delegates from nearly 30 countries met at this International Seminar which commenced on August 15, 1954. The Seminar which was inaugurated by Dr. Luther Evans, Director General of UNESCO, lasted upto September 5. The Seminar functioned under the direction of Prof. Aksel Milthers, head of the Royal Veterinary and Agricultural College, Copenhagen.

* * *

Bombay City Social Education Committee

Mill Workers donate for Social Education.

To mark their appreciation of the Bombay City Social Education Committee's efforts to eradicate illiteracy from the City of Bombay, fifty adult learners attending the Social Education Centres at Bhoira Building, Ambavadi, Parel, presented a purse of Rs. 51-4-0 to Shri S. M. Kapadia, Social Education Officer, at Gandhi Jayanthi Day function held on 2nd October, last.

Accepting the gift Shri Kapadia congratulated the students mainly consisting of mill workers and labourers who had collected the amount from amongst themselves. He said that it was a unique occasion because it was the first time since the Committee began its literacy campaign in 1939 that the learners themselves—who by the way received entirely free education from the Committee, were presenting a purse to the Committee. The value of the small gift, Shri Kapadia said, was equal to a big donation inasmuch as it came spontaneously from those who were not expected to donate to the Committee and yet did so. Appreciating the spirit that prompted the donation, Shri Kapadia hoped that others would emulate the worthy example, and thus help the Committee to fulfil its task of educating the masses—a task which had been very dear to Mahatma Gandhi and which formed a main plank in his constructive programme.

* * *

Social Education Directors' Conference

A three day conference of the Directors and senior inspectors of the Social Education Organisers training centres, and the principals of the Block Development Officers' training centres set up by the Community Projects Administration, was held at New Delhi from 6th to 9th September, 1954.

Several important recommendations were made at this conference. The recommendations include :—

1. Special training courses for women social education organisers and also for those who would be working in the tribal areas. The conference suggested that specially trained women organisers be posted in project areas, and recommended a three-month specialised training to them in addition to the five months normal training. The specialised training, the conference suggested, should include home economics, home crafts, health, education and child care.

The conference felt that there should be special training for three months to give the organisers a proper background regarding tribal society, tribal structure, origin of tribes, elementary principles of sociology, anthropology, tribal economy, tribal extension services, social customs, and history and religion of tribes.

2. Another recommendation relates to the linking of social education organisations in community project areas with the existing State Education Departments, so as to ensure close relationship between the two. The Conference recommended that social education should form a wing of the State Department of Education under the Joint Director or Deputy Director of

Education. At present, social education organisers are not directly under the Department of Education, with the result, that they do not have the benefit of guidance from the education authorities.

3. The conference recommended that directors and principals of training centres periodically visit the project areas. Seminars to enable socials education organisers to exchange experience in the field were also recommended.

* * *

The Malabar Adult Education Association, Kozhikode

Letter Addressed to the Hon'ble Minister for Education, Madras.

Sir,

I submit herewith a copy of resolution passed by the executive committee of the Malabar Adult Education Association for favour of your earnest and urgent consideration.

2. The Government have turned a complete somersault as regards their policy towards Adult education centres outside the areas served by the community projects and National extension service. I would point out that this is a highly retrograde step. About hundred Adult education centres in this district may be affected by this. These centres have been built up and worked with considerable difficulty. If the present policy is enforced the energy so far spent on this will be wasted. The need for wide diffusion of literacy at least is loudly proclaimed by all National leaders, to refuse support to any movement outside the prescribed areas to bring the blessings of literacy to the few who are desirous of attaining it is a step not expected from a popular government.

3. The new policy laid down by the Government refuses support for adult education not only outside the areas where community projects and national extension services are working, but also to the real adults within these areas. According to press reports the "Adult" education centres within these areas are to cater to boys and girls between the ages of 8 and 18. To desinate a boys or girl of 8 as an adult is, to say the least a violent misuse of the language. Therefore the present policy of the Government is absolutely to refuse any support for true adult education. I would like to submit that it is a step fraught with serious danger. The present policy means that an illiterate adult now over 18 years will have to remain illiterate throughout life and that the stain of illiteracy will remain to darken our country's name for a half century or more. This policy means that for half a century or more democracy in India will continue to be administered by a vast illiterate rabble. This is a prospect which no one who cares for the future well being of the country can look on with conimity. I therefore request that the recent order on adult education centres may be so amended that the existing centres may continue to receive recognition and aid and that the opening of other centres may receive due encouragement from the Government.

Yours faithfully,
E. RAMAN MENON,
President.

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